DOCUMENT RESUME

ED 207 963 SP 018 860

AUTHOR Redman, George L.
TITLE Effects of Human Relations Training on Intellectual and Moral Development.
PUB DATE [80]
NOTE 19p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Cultural Pluralism; *Education Courses; Education Majors; Higher Education; Humanistic Education; *Human Relations Programs; *Intellectual Development; *Measurement Techniques; *Moral Development; Preservice Teacher Education; Self Actualization; *Sensitivity Training; Values Clarification

ABSTRACT

An assessment is made of selected outcomes of an undergraduate human relations course in the teacher education program at Hamline University (St. Paul, Minnesota). The program was comprised of two basic structural elements: 35 hours of large-group instruction and 25 hours of field experience in a public school. Course content was designed to encourage open consideration of various perspectives on human relations issues in a pluralistic society. The processes used in the course were intended to provide an environment that would contribute to moral and intellectual growth. To measure levels of development in moral and intellectual reasoning, pre- and post-tests were given to the human relations students and to a control group of general education students. Answers given to the Perry Written Essay Instrument and to the Defining Issues Test (an objective test offering options to the solution of moral dilemmas) revealed a significant gain in intellectual reasoning in both groups, but a slight decline in the moral reasoning of human relations students. In analyzing results, consideration is given to the effect of real-life situations encountered by the students during the 25 hours of field experience. Research results are discussed, and questions are raised on fully understanding the possible outcomes of human relations training. Recommendations are offered for future research into the subject as well as into the methodology used to assess the outcomes of such courses. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED207963

Effects of Human Relations Training on Intellectual and Moral Development

by

George L. Redman

Associate Professor of Education

Hamline University

St. Paul, Minnesota

SP 018 860

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

George L. Redman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- ✓ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

In response to the political and social unrest of the 1960's, the Minnesota State Board of Education in 1971 adopted a rule requiring prospective teachers complete a human relations program as a requisite for licensure. That regulation required teacher training institutions and/or school districts to develop preservice and inservice human relations programs for teachers and other school personnel.

During the past decade, human relations program directors and instructors have received much subjective feedback on the effects of a variety of such programs. More systematic efforts to assess effects of such programs have been hampered by a variety of methodological problems. With numerous other states[1] following the lead of Minnesota, it becomes increasingly important that outcomes of such programs and methods for assessing the same be carefully studied.

This article reports an attempt to assess selected outcomes of an undergraduate human relations course in the teacher licensure program at Hamline University in St. Paul, Minnesota. A secondary goal of the study was to pilot the use of two measurement instruments to assess specified outcomes of the course. Of particular concern was whether two instruments--one based on the Perry (1970) model of intellectual development, and one based on the Kohlberg (1963) model of moral development--might be useful in detecting changes in intellectual and/or moral development that might occur in students completing a fourteen-week human relations course. The reporting of the findings of the pilot study are

---

[1]Since 1971, Connecticut, Delaware, Iowa, Kentucky, Louisiana, New Jersey, Ohio, West Virginia and Wisconsin have adopted similar requisites for teacher licensure. States considering or developing such rules include Colorado, Oklahoma, Texas, Utah, and Washington.

preceded in this article by a brief description of the nature and scope of the program.

DESCRIPTION OF THE TREATMENT

Goals and Assumptions

The program was based on four guidelines specified in the Minnesota State Department of Education mandate. These guidelines established the following general goals for program participants:

(a) understand the contributions and life styles of the various racial, cultural and economic groups in society;

(b) recognize and deal with the dehumanizing biases, discrimination and prejudices;

(c) create learning environments which contribute to the self-esteem of all persons and to positive interpersonal relationships;

(d) respect human diversity and personal rights.

The guidelines are based on the assumptions that we are living in an increasingly pluralistic society, that pluralism should be encouraged, and that knowledge and skills gained by teachers in human relations programs can enhance teachers' capabilities to live with, accept, and appreciate diversity (Redman, 1977). The focus of the course was not on changing attitudes of participants, but rather on participant demonstration of competency in applying the concepts, generalizations and skills learned in the course to their own teaching and curriculum development.

Content of the Course

The program model was comprised of two basic structural elements--(1) large-group instruction (35 hours), and (2) a field experience in a nearby public school (25 hours).[2] Each of the elements was designed to help participants accomplish the four general program goals.

---

[2]In addition, course-related assignments and projects required approximately 25 hours of work outside of class.

Class sessions. The class met twice a week fourteen weeks for a total of forty hours. Among the substantive themes integrated throughout the presentations and discussions were:

1) the history, causes and effects of prejudice and victimization in America,

2) similarities and differences in cultural customs,

3) cultural values and their effect on (intrapersonal) perception as well as interpersonal and intergroup relations,

4) self-esteem as it relates to all students in the classroom,

5) application of human relations knowledge, skills and understandings in improving curriculum and instruction.

More specifically, students were to demonstrate competence in a number of areas related to the four broad goals of the course. Among these competencies were:

1. Demonstrate knowledge of the theory, research and educational implications of self-concept.
2. Demonstrate knowledge of ways of assessing learning climate and pupil norms.
3. Demonstrate knowledge of methods for assessing pupil-teacher interaction.
4. Demonstrate knowledge of a) prejudice as a concept, b) the normality of prejudgment, c)the formation of in-groups, d) the rejection of out-groups, and e) patterns and extent of prejudice.
5. Demonstrate knowledge of a) traits caused by victimization, b) perception and cognitive processes and c) stereotypes in our culture.
6. Evaluate curriculum materials in one's own discipline for instances of racism, sexism, elitism and materialism according to the criteria provided.
7. Design a multi-ethnic curriculum unit in the discipline of your choice.

Field Experience. To provide real life situations in which students could observe as well as apply the above mentioned kinds of knowledge and skills, they were placed in a nearby inner city elementary or secondary school. Students were required to spend at least 25 hours in

the school, primarily as a tutor, in order to get to know two or three children on a one-to-one basis. This "more intimate" interaction was designed to allow the student to better understand the needs, interests, attitudes, and behaviors of pupils (and faculty) in an educational environment, and to deal with such issues as promoting self-esteem, clarifying values, or managing conflict. The tutoring experience also requires that the students as prospective teachers are able to teach concepts clearly and to elicit feedback on their teaching.

Process of the Course

To establish the socio-emotional climate necessary for learning to occur, a number of guidelines were established:

1. expose participants to new possibilities for self-fulfillment,
2. help participants clarify aspirations for behavior change,
3. help participants recognize discrepancies between aspirations and present level of performance,
4. help participants identify real-life human relations problems which could be at least partially understood and/or solved by reducing the discrepancies between aspirations and present level of performance,
5. provide physical and social conditions conducive to interaction (e.g., circular or semi-circular seating, small groups),
6. stress application of knowledge and skills gained (e.g., provide practice situations and/or back-home applications),
7. help participants organize (e.g., small groups, independent study) to share responsibility in the process of mutual inquiry,
8. help participants assess the quality of the sessions in terms of mutually acceptable criteria and methods,
9. openly discuss rationale for various instructional goals and techniques,
10. respect a participant's rights to freedom of speech and the right to dissent in an orderly manner so that full and open discussions are encouraged--i.e., all sides of controversial issues are examined without fear of reprisal by those taking different positions,
11. reward cooperative learning, openness, investigativeness, flexibility and expanding thinking (Redman, 1977, Knowles, 1973).

It was intended that by following such guidelines the instructor (and

speakers) would truly treat participants as colleagues in an adult learning endeavor.

Some of the processes that were built into the course were the kinds of processes that were supported in the literature as potentially contributing to enhancing moral and intellectual development. For instance, the class sessions provided an environment in which students and the professor (and speakers) could discuss differing views on a variety of issues. The discussion setting was designed to provide a balance between cognitive confrontation and emotional support among students and the professor. According to developmental theory, 1) disequalibrium resulting from confrontation with diversity, and 2) support from others in a "community" group are requisites for moral and intellectual development.

Summary

In summary, the course content was designed to encourage open consideration of a variety of perspectives on various human relations issues. Moreover, the course process, with its mild confrontation (disequalibrium) and its support (community) for students, seemed to provide the kind of environment that could contribute to moral and intellectual growth. In terms of moral development, growth expected would be from the "lower level" concern for self to a "higher level" concern for others. In terms of intellectual development, growth expected would be from a "lower level" orientation, the absolute ("good-bad," "right-wrong") dualist view of the world, to a "higher level" ability to consider multiple perspectives and make a considered commitment to one of the alternatives (at a more abstract level). In short, it seemed

that the content as well as the process of the course (in that they promoted notions of cultural diversity and social consciousness) were consistent with the assumptions and intentions of the moral and intellectual schemes being considered at that time for use in assessment of the course.

Beyond this consistency between the nature of the course and the proposed assessment techniques revealed through content analysis of the course, other advantages to using the developmental schemes existed. According to Froberg and Parker (1976):

> Stage theories in general, and those by William Perry and Lawrence Kohlberg in particular, have numerous implications for college instruction. They suggest, for example, that intellectual, moral and self development do not occur independently of each other; they offer one explanation for why professors and courses are perceived differently by various students, and they imply that basing classroom procedures on an understanding of the developmental process may well increase teaching effectiveness.

Design of The Study

In order to test the effects of the human relations course (Ed 562: Education and Cultural Diversity) on levels of moral and intellectual reasoning, a "quasi-experimental" design was employed. To determine change in the levels, measures were given again at the end of the spring term. Though no control group in the strict sense was used, there were "comparison" groups that were given the same measures during that academic year; hence, some limited comparisons can be made. The design is illustrated in Table 1.

Table 1 Design of Study

	FALL		SPRING		
Comparison Group 1 (interdisciplinary)	(Pre) O	X	(Pre)		(Post) O
Comparison Group 2 (regular freshman track)	O	X			O
Human Relations Course (Education 562)			O	Y	O

O = a measurement of some kind
X = a course of study
--- drawn horizontally, separating the two groups, indicates that the two groups may not be equivalent
Y = the human relations course

Instrumentation

To measure levels of moral and intellectual reasoning of students in groups, a combination of standardized instruments was used: 1) a written short answer essay called the "KNIWI" and based on constructs developed by William Perry (1970), and 2) the Defining Issues Test developed by James Rest and based on constructs developed by Lawrence Kohlberg (1971).

The Perry Written (KNIWI). The theoretical framework underlying the instrument referred to herein as the "Perry Written" or "KNIWI" was developed by William G. Perry in Forms of Intellectual and Ethical Development (1970). In his scheme Perry relates intellectual development and identity formation. His scheme describes:

> How the "forms" of thought increase in complexity, "how that leads to a merging of knowledge and values, and how a sense of identity is developed" (Heffermen,

> 1975). Second, the Perry scheme is useful because it provides a conceptualization of individual differences directly related to ability to perform those tasks demanded in the college classroom. It describes the learner in systematic cognitive terms which bridge the gap from the classroom goals and complex performance tasks to instructional programming (Widick, 1975). This makes the Perry scheme seminal for design, planning and evaluation of instruction (Froberg and Parker, 1976).

The scheme outlines the major steps through which a person extends his/her ability "to make meaning in successive confrontations with diversity" (Perry, 1970).

The Perry Written essay instrument consists of two related sets of questions developed by Lee Knefelkamp (1975) and Carol Widick (1975). The set used as the pre-test was:

Pre-test (KNIWI)

> Describe the best class you've taken since you've been in college. (For new students, use a high school class). What made it positive for you? Be as specific as possible. Feel free to go into as much detail as you think will give us a clear idea of the class; for example, you might want to discuss areas such as what the teacher was like, the subject, the particular content (readings, films), the atmosphere of the class, grading procedures, etc... We want a description of your experience and how you felt about it.

Student responses to these sets of questions were rated by two persons who had extensive training and subsequent experience in the use of the Perry scheme. They were trained by Dr. Lee Knefelkamp during the winter of 1977-78 at Syracuse University in a rater training program and have remained in close contact with other such raters and researchers. Their standard method of rating is by consensus, usually reached in discussion preceeded by separate ratings. They have similarly reached consensus on ratings with two of the major Perry rating

groups in the country (at Syracuse University and at the University of Maryland). Selected essays in the current study were sent to the Syracuse group and their ratings agree with those of the Hamline rating team.

The raters were given two unmarked sets of pre-test data for scoring in October and two sets of post-test data in May. They had no knowledge of which pre or post-tests were from the human relations group or which were from other groups which had completed the test during that academic year.

Defining Issues Test (Rest). The Defining Issues Test was developed by James Rest of the University of Minnesota. It is an objective test consisting of six moral dilemmas. Because using fewer than six dilemmas yields highly reliable results (.93 with three stories) and because students' fatigue was a consideration, a four-story version of the test was used in this study. Each of the four stories asks the respondent to indicate how he would react in a given situation (e.g., "Would you: 1) steal a drug, 2) can't decide, or 3) not steal the drug, to save the life of your wife?"). Secondly, respondents read each of twelve possible reasons choosing an action and rate it in importance (on a 5 = high to 1 = low scale). Lastly, after rating each reason individually, the respondent considers the set of twelve reasons and chooses the four most important reasons, and ranks the four from "most important" to "fourth most important." Rest notes:

> The issue statements were written to exemplify the distinctive concerns of Stages 2, 3, 4, 5 and 6, and, therefore, the way that a subject rates and ranks these statements can be used to derive a developmental score for the subject. Several internal relia-

> bility scales are built into the questionnaire as a test of a subject's random checking or checking items on the basis of verbal complexity rather than of meaning. Studies indicate that subjects cannot fake high scores on the test without invalidating their questionnaires (see Rest, 1979, Chapter 7). The most frequently used index is the "P" index, which represents the relative importance that subjects give to "principled" moral considerations (Stage 5 and 6) in making a decision... Extensive research has been done on a reliability and validity of the D.I.T., and the results have been very favorable (see Rest, 1979).

Demographic Data. Demographic data was collected from all subjects in the study. Included were the categories of age, sex, approximate high school grade point average, religious affiliation, size of home town, home state, ethnic heritage, anticipated major at Hamline, residence (on or off campus), marital status, and class (Freshman, etc).

Findings

Because of the large attrition that occurred in an intended control group (Sophomores in another education course), two other "comparison" groups were compared with the human relations class. One group (N = 19) was composed of Freshman enrolled in an interdisciplinary values-oriented curriculum track. The other (N = 14) was composed of randomly selected Freshmen in the regular Freshmen track.

It is important to note that there was a full nine months (September-May) between the pre and post-tests in these two comparison groups, and only three-and-a-half months (February-May) elapsed time between the pre and post measures in the human relations course. Despite the longer time in which change could occur, there were no significant differences in intellectual reasoning scores in either of the two groups. (There was a significant pre-post gain on moral

reasoning scores in the interdisciplinary group, but not in the regular track group.) Table 2 illustrates the statistical tests calculated;

Table 2 T-tests on Group Gains

Intellectual Reasoning	Mean	Std. Dev.	Mean	Std. Dev.	T-Value	DF	2-Tail Prob.
Comparison group 1 (interdisciplinary) (N=17)	Pre=3.06 Post=3.08	.53 .68	.02	.96	.08	16	.94
Comparison group 2 (regular track) (N=14)	Pre=2.97 Post=3.13	.50 .70	.16	.95	.60	11	.56
Moral Reasoning							
Comparison group 1 (interdisciplinary) (N=19)	Pre=34.69 Post=45.26	15.12 18.10	10.57	14.49	3.18	18	.005*
Comparison group 2 (regular track) (N=14)	Pre=38.57 Post=44.64	15.09 10.60	6.07	15.12	1.50	13	.157

*indicates statistical significance

T-tests on the degree of pre-post change within the human relations course did, however, reveal statistically significant changes. These are presented in Table 3.

Table 3: Pre-Post Changes in Intellectual and Moral Reasoning Scores of Students in the Human Relations Course

Intellectual Reasoning Scores

No. of Cases	Mean	Std. Dev.	(Difference) Mean	Std. Dev.	T Value	DF	2-tail prob.
11 (Pre)	2.69	.54	.63	.60	.34	10	.006*
(Post)	3.33	.49					

Moral Reasoning Scores

No. of Cases	Mean	Std. Dev.	(Difference) Mean	Std. Dev.	T Value	DF	2-Tail prob.
8 (Pre)	49.37	15.91	10.62	12.87	2.34	7	.052*
(Post)	38.75	22.52					

*Indicates statistical significance

As indicated in Table 3:

1) the increase in mean group scores on the measure of intellectual reasoning was statistically significant

2) the decrease in mean group scores on the measure of moral reasoning was statistically significant

It was not determined in this study whether the apparent significant changes in group mean scores in the human relations course were significantly greater than those that occurred in other groups. It appears, in terms of raw mean change scores and T-test within the human relations group, that the changes were substantial. However, to obtain conclusive evidence that changes in the human relations group are (statistically) significantly greater than another group, data from randomly selected control groups of sufficient size and the data from the human relations group would need to be subjected to tests of re-

the accumulated declines in the Crisham (1978), Lawrence (1978) and now this study.

If a replication of this study suggested greater gains on either measure in the human relations course, it would be necessary to determine more specifically what elements of the program are most effective in promoting moral or intellectual development and for which students. Perhaps for some students the taking of the role of teacher or tutor in the field experience had a major impact. For some, the field experience may have been of a particular nature as to create a more intense emotional reaction--one that obscured rational cognitive processes operating during the post-test, thereby contributing to lower scores. For others, perhaps the effect is in the opposite direction.

Similarly, for some students, other elements of the course may encourage moral or intellectual development. It is possible that for some students significant contributors could be the systematic use of student journals, close contact with several minority speakers, confrontation by curriculum materials and/or ideas offered by peers in discussion, support for ideas offered by the instructor, or peers, for the field experience supervisor, knowledge of the history, nature and extent of oppression of minority groups, or the intrapersonal examination of values related to teaching or to cultural diversity. Careful study, controlling for such variables, needs to be conducted.

Further, it needs to be determined which students (or students at which stages) experienced the greatest positive and negative change on the two measures. Do students at lower stages tend to develop more than students at higher stages? In addition, how do changes in moral

peated analysis of variance or covariance. In short, a more controlled replication of this study is needed. The results of this pilot study suggest that such a replication is feasible and could well contribute to further understanding of effects of human relations programs as well as methods of assessing same.

Discussion and Recommendations

The significant gain in intellectual reasoning of students in the course is consistent with the focus of the course--that of creating means of fostering greater appreciation of cultural diversity in the educational setting. Since this is a primary goal of human relations courses in Minnesota--it would seem that assessing this dimension may be valuable for a program planner, at least as valuable as student ratings of the course or program and similar data typically collected.

The positive statistically significant pre-post gain in the interdisciplinary comparison group, along with the negative statistically significant pre-post decline in the human relations course student scores in moral reasoning, is indeed curious. In initial research studies most scores have tended to remain essentially the same or perhaps increase slightly; few declined significantly. More recently, however, in studies by Crisham (1978) and Lawrence (1978) and now this one, in which there has been a substantial field experience, declining moral reasoning scores have been reported. It has been hypothesized that where a field experience is such as to create a substantial emotional response, the rational cognitive processes of subjects may be to some extent impaired on post measures, thereby leading to lower scores on post measures. This and other hypotheses need to be tested in light of

and intellectual reasoning scores relate to age, major, sex, residence (on or off-campus), religion, and other demographic variables?

Are there other intellectual, psychological, social or emotional traits that are related to moral and intellectual development in human relations (and other) courses and programs? How do self-esteem, career salience, learning styles, and/or factors such as needs for affection, control and inclusion, relate to changes in moral and intellectual reasoning?[3] If we can diagnose student characteristics (such as stages of development, self-esteem, and learning styles) and if we can identify elements in an educational experience which foster growth in terms of such characteristics, we can design course and program components that maximize student growth in critical areas.

Also needed is the establishment of validity and reliability for the KNIWI measure. Ratings of written (KNIWI) responses collected in this study will be compared with ratings of interview responses of the same students to help determine same. Interview responses are being transcribed and rated at the time of this writing and will be reported as soon as available.

Conclusion

This pilot study has succeeded in raising a variety of questions that need to be addressed if we are to more fully understand possible outcomes of human relations training. The study has also suggested that developmental models such as those of Perry and Kohlberg may be

---

[3] A longitudinal study is currently underway to investigate relationships among such variables and moral reasoning scores and other demographic variables in students in four different institutions in Minnesota: Hamline University, the Univeristy of Minnesota, St. John's, and Bethel College.

appropriate, feasible and fruitful as means of assessing selected outcomes. The recommendations made above for further research are offered to further the cause of improving human relations instruction. Not only would such research aid in improvement of assessment methodology, but it could also help instructors and students reduce confusion and uncertainty that emanates from a "mismatch" between teaching approaches and/or curriculum materials and a given student learning structure characteristic of his/her development state. The developmental models can help faculty recognize the diversity of learning styles which arise from developmental stages, meet students within the domain of their present learning style (developmental state) and help foster continued upward development.

References

Crisham, P. Unpublished Doctoral Dissertation. University of Minnesota, 1978.

Froberg, B. and Parker, C. A. Progress Report on the Developmental Instruction Project. College of Agriculture, University of Minnesota, 1976.

Heffernan, J. M. "An Analytical Framework for Planning and Research in Higher Education." Liberal Education, December, 1975, Vol. LXI, No. 4.

Knefelkamp, Lee. "Developmental Instruction: Fostering Intellectual and Personal Growth in College Students." Unpublished Doctoral Dissertation. University of Minnesota, 1975.

Knowles, M. The Adult Learner: A Neglected Species. Houston: Gulf Publishing Company, 1973.

Kohlberg, L. "The Concepts of Developmental Psychology as the Central Guide to Education." In M. Reynolds (ed.), Psychology and the Process of Schooling in the Next Decade. Minneapolis: University of Minnesota Audio-Visual Extension, 1971.

Lawrence, J. A. The Component Procedures of Moral Judgement-making. Unpublished Doctoral Dissertation. University of Minnesota, 1978.

Perry, William. Forms of Intellectual and Ethical Development in the College Years. New York: Holt Rinehart and Winston,1970.

Redman, George. "A Study of the Relationship of Teacher Empathy for Minority Persons and Inservice Human Relations Training." Journal of Educational Research, March-April, 1977.

Redman, George. "A Study of Changes in Levels of Moral and Intellectual Development in College Students in an Interdisciplinary Values-Oriented Curriculum Track." Manuscript in preparation. St. Paul: Hamline University, 1980.

Rest, James. Manual for the Defining Issues Test. University of Minnesota, 1974, revised 1979.

Rest, James. "The Impact of Higher Education on Moral Judgement Development." Technical Report #5, Minnesota Moral Research Projects. University of Minnesota, September, 1979.

Widick, C. "An Evaulation of Developmental Instruction" Unpublished manuscript. University of Minnesota, 1975.